

October 7, 1986

International Talent at Douglas College

Who's performing tonight at Douglas College?

You may find yourself asking this question more often. This year, along with its usual fine presentations of local talent, Douglas College will be showcasing four internationally acclaimed musicians for the general public.

"It's part of our continuing effort to provide high-quality entertainment to the local community," says Kevin Barrington-Foote, the Director of Arts and Humanities at Douglas College.

The series, entitled "Four Great Canadian Musicians", will offer separate performances by pianists Marek Jablonski and Robert Silverman as well as concerts by soprano Alexandra Browning and cellist Shauna Rolston.

"The Four Great Canadian Musician series stems from our desire to present more than just local talent," says Barrington-Foote. "From the beginning we've envisioned Douglas as a performing arts centre. We see it as the college's commitment to the community."

"With this program we hope to build up an audience that can rely on Douglas
continued.....

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College to provide quality entertainment. We realize this will take time, but hopefully this program will raise the public's consciousness."

He adds, "Local people will see that they have a low-priced, quality alternative to the arts centres in Vancouver."

The Four Great Canadian Musician series also offers another "first" for Douglas College performances. Subscription tickets for all four concerts will be available at a 25% discount from the regular price.

"For this calibre of entertainment, the price is ridiculously low," says Barrington-Foote. "It's ideal for students and seniors."

On October 17, the first concert of this series will feature internationally acclaimed pianist Marek Jablonski performing an all-Chopin program. This Polish-born musician has performed with all of Canada's major symphony orchestras and recently toured Europe and the Soviet Union.

Alexandra Browning, the Vancouver-born soprano will be featured at Douglas College on November 1, accompanied by pianist Robert Rogers. Browning, a Professor of Voice in the Department of Music at U.B.C., has toured Europe with the English Opera Group as well as performing with the Canadian Opera Company. Her performances in Don Giovanni, Die Walkure and The Marriage of Figaro have established her as a favorite among opera lovers.

Following in this series will be the Canadian pianist Robert Silverman who will perform at Douglas College on January 30, 1987. Silverman, a musician of international acclaim, has performed with the Boston Pops, the Chicago Symphony and the Leningrad Philharmonic. A professor at U.B.C., Silverman has also released a dozen albums featuring his renowned talent.

The final concert of this year's series will showcase the talents of cellist Shauna Rolston. Only nineteen years

old, Rolston has been featured as a soloist with many of Canada's major symphony orchestras as well as touring to many cities around the globe. She will appear at Douglas College on March 4, 1987, accompanied by her mother, Isabel Moore, on piano.

All performances of the Four Great Canadian Musicians series will be held in the Douglas College Performance Theatre. Ticket prices for each concert are \$8 for adults, \$4 for students and seniors. Subscription tickets for all four shows are \$24 for adults, \$12 for students and seniors. For more ticket information contact the Douglas College Box Office at 520-5488.

NEW HOCKEY COACH

This could be a banner year for the Douglas College Royals hockey team under new coach Terry Kirstein. With 15 years of coaching experience, including his current scouting position with the Major Junior A Seattle Thunderbirds, Kirstein's record is one of success.

Kirstein has coached in every type of hockey league from Major Bantam to Major Junior, including a Memorial Cup victory in 1966 with the New Westminster Royals. His key to success is quite simple - controlled, rigid discipline and teamwork.

"Once I develop a system, I expect everyone to play that system," says Kirstein. "I won't change the rules of the team to fit one player whether they are a superstar or not."

Last year, the Royals hockey team placed second to Cariboo College in the provincial championships earning them a spot in the nationals, and while they lost every game, they lost them by close scores.

With the resignation of last year's coach due to time constraints, Betty Lou Hayes, director of the athletics program at Douglas College, went

looking for a new person to take over the reins.

"It's easy to find a coach but it is very difficult to find a good one," says Hayes. "A couple of the players from the Royals had played for Kirstein in Midgets and they had a lot of good things to say about him, so he was hired."

Kirstein is someone the players respect and he produces winning teams," says Hayes.

Kirstein is optimistic about the opportunities available to this year's hockey team members. As a scouting representative for the Thunderbirds, he believes the players will have a better chance of being noticed for the draft to major league farm teams or even for the NHL. His job with the Thunderbirds will also help players from other teams because he will be scouting all the college league teams.

"In college, players are more mature and are more coachable," says Kirstein. "Several players have finished their college education and then have gone on to careers in the NHL."

DONATIONS OF CHEMISTRY EQUIPMENT FROM UBC

Bob Browne is spending his educational leave at UBC's Chemistry Department. During his initial visits to the department he discovered some equipment which was obsolete for research, but still of great value for educational purposes. He managed to have the following equipment donated to Douglas College:

2 analytical balances
9 pH meters
1 NMR C₁₃

Some of the pH meters and an analytical balance will be donated to New Westminster Senior Secondary School after being repaired and

checked by our technical staff. The remainder will be used at Douglas College. The NMR C13, in particular, is a valuable contribution to the curriculum of our second-year offerings.

Val Schaefer

ADAPTED SAFETY-ORIENTED FIRST AID

The CNIB (Canadian National Institute for the Blind) is planning to offer a special first aid course for people with visual impairments. This course will be co-sponsored with St. John's Ambulance. Any interested visually-impaired people should contact Christa Fraser at CNIB, 321-2311.

Gladys Loewen

WANTED CAREER INFORMATION

Do you have what we need? Do you have hidden in your office or desk: newspaper clippings, journal articles, papers and other "tidbits" on specific career information or career profiles?

We are updating the Career Resource Centre pamphlet file and we need updated material. We would appreciate any donations. Or if you prefer, we will photocopy the original and return it to you.

Please send the material to : Academic Advisors, Student Services, or give us a call. Thanks.

Lorraine Cotter, loc. 2723
Georgina Davis, loc. 2762
Amanda Harby, loc. 2761
Sharon Helgesen, loc. 2763

PLEASE NOTE:

Bill Bell, Public Information Officer, will be on vacation until October 23. Please contact Barbara Smith at local

4833 during his absence.

Barbara Smith

REMINDER

The deadline for insertions in the Mad Hatter is every Tuesday at 1200 hours, and each issue will come out the following Tuesday.

All material for insertion must be either neatly handwritten or typed on 8 1/2 X 11 sheets of paper. No information will be taken over the phone. Please send your copy to Colleen Tosin, Rm. 4840 South.

Thank you,
Colleen Tosin

STUDENT SOCIETY EXECUTIVE

Please be advised that the following are the 1986/87 Student Society elected executive members. Their terms of office expire on August 31, 1986.

Scott Nelson - President - Local 2784
Janet Blaauw - Secretary - Local 2785
Michael Booth - Vice President - Local 2796
TBA - Maple Ridge Member at Large - 467-6811

Note: The Student Ombudsperson is Patrick Blaine, Local 5842.

Merrilyn Houlihan

D.C. STUDENT NATIONALLY RANKED WEIGHTLIFTER

Richard Waack, a Douglas College Physical Education student and nationally ranked weightlifter leaves October 2 for Montreal, for a three month training session with the national coach.

Richard will train at the high performance centre and all expenses, including a spending allowance, will be covered by a B.C. government

grant. He also receives a B.C. Athletic Scholarship for \$1500.00 to be used for further training and education.

Richard, who is the son of music faculty member, Henry Waack, will resume his studies at the college in the spring semester.

Congratulations Richard.

PUBLIC MEETING

Anita Hagen, New Democratic Party Candidate for New Westminster will be on campus on Thursday, October 9, 1986, 1200 to 1400 hours in room 1812 for a public meeting. Everyone is invited to attend.

CO-ORDINATOR, CONTINUING EDUCATION VICTORIA UP TO \$1,494.87 (bi-weekly) OUT OF SERVICE

Post-Secondary Educ., Continuing Educ., resp. for prov. educational prog. coordination for continuing educ. progs.; includes curriculum development, system-wide prog. monitoring, evaluation, & prog. development, prof. development & financial allocation for a wide range of credit progs. & the majority of non-credit progs. offered by post-sec. inst.; coordination of prov. standards/accreditation activities as well as liaising with govt. agencies & related groups relative to tmg. progs. is also necessary.

Qualifications - Approp. univ. degree or diploma, pref. post-grad. degree in adult educ. or equiv.; min. of 5 yrs. field exp.; knowl. of instructional/curriculum development techniques; ability to interpret research & statistical data base, analyse/recommend re prof. standards, prepare/present reports.

Competition PE86:2067

Closing Location - Personnel Serv., Min. of Post-Sec. Educ., 3rd Fl., 818 Broughton St., Victoria, V8V 1X4
Closing Date - October 8, 1986.

Upcoming Events

Week of October 6 - 10

THE DOUGLAS COLLEGE MUSIC DEPARTMENT PRESENTS
STUDENT RECITAL
OCTOBER 7, 1400 HOURS
PERFORMANCE THEATRE

HUMANITIES INSTITUTE PRESENTS
"THE MYTHMAKER"
Video, NARRATED by David Suzuki
OCTOBER 9, 1215 HOURS
ROOM 2203

NOON AT NEW WEST PRESENTS
ETHNO-ELECTRO PERCUSSION CONCERT
FEATURING SAL FERRERAS
OCTOBER 9, 1230 HOURS
PERFORMANCE THEATRE

DOUGLAS COLLEGE ARTS EXHIBITION COMMITTEE PRESENTS
THE FRASER RIVER SHOW
AN ART EXHIBITION CELEBRATING
"THE MIGHTY FRASER"
UNTIL OCTOBER 31ST
DOUGLAS COLLEGE, NEW WESTMINSTER LIBRARY
AND QUEEN'S PARK GALLERY

Week of October 13 - 17

DOUGLAS COLLEGE MUSIC DEPARTMENT PRESENTS
STUDENT RECITAL
OCTOBER 14, 1400 HOURS
PERFORMANCE THEATRE

SPONSORED BY THE CANADA COUNCIL AND
THE CREATIVE WRITING DEPARTMENT
BRONWEN WALLACE
CANADIAN POET READING FROM HER NEWEST COLLECTION
OCTOBER 14, 1900 HOURS
ROOM 1811, LOWER CAFETERIA

HUMANITIES INSTITUTE PRESENTS
MADNESS & CULTURE:
EXAMINATION OF THE RELATIONSHIP
BETWEEN DIAGNOSIS AND SOCIAL PERFORMANCE
LECTURE BY ANTHROPOLOGY INSTRUCTOR SIMON FOULDS
OCTOBER 16, 1215 HOURS
ROOM 2203

GREAT CANADIAN MUSICIAN SERIES
MAREK JABLONSKI
PIANO RECITAL
TICKETS: ADULTS \$8.00, STUDENTS/SENIORS \$4.00
RESERVATIONS: DOUGLAS COLLEGE BOX OFFICE 520-5488
OR AVAILABLE AT THE DOOR
OCTOBER 17, 2000 HOURS
PERFORMANCE THEATRE

Date: September 18, 1986.To: DOUGLAS COLLEGE BOARDFrom: W. L. DAYRe: PRESIDENT'S REPORT**A. External Matters - Municipal**

I was invited to attend a meeting with the Vice-President of Development for the B.C. Development Corporation. The substance of that meeting was simply that Mr. McLean wanted to indicate to us his pleasure in Douglas College's efforts in the area of the Entertainment Arts.

His belief is that this institution is well positioned geographically, and in terms of its community relationship with the Business community, the Arts community, etc., to be of real aid to the B.C. Government in its efforts to provide a stimulating environment for movie industry activity in the province. He is interested in setting up a possible liaison with programs that are going on at Dominion Bridge for student placement, sandwich training, co-operative training projects, and with the stagecraft union.

The Royal City Community Development Association is in the process of taking on its contracted responsibility with the City of New Westminster to bring about the accomplishment of the Economic Strategy for redevelopment of the City. They are in the process of hiring a Manager, and as I am still on the executive of that group I am involved in the interviews. The spinoffs from this for the College will continue to be substantial in terms of connections between students and faculty and the local business community, both in terms of research as well as employment.

The Centre for Enterprise Development is to be reported on later by Mrs. Popove. The Centre seems to be going from strength to strength. I think it is an excellent payoff for an act of faith on the part of the Board in agreeing to the setting up of a substantially autonomous organization.

The Downtown New Westminster Association is coming to life as a result of the accumulative downtown changes. They are clearly very conscious of Douglas College as being their primary resource in terms of research activities. Again I think this points, in the long run, to a gradually accumulating number of very useful relationships as a result of front-end investment over the past two or three years.

The Social Planning and Research Council of British Columbia met with a number of Federal Deputy Ministers last week. The Board should be aware of the fact that the Federal Government, while clearly shifting its relationship to social support programs, is spending a fair amount of money on consultative programs in an attempt to identify problems as they develop. I view this as praiseworthy effort, and feel it is well worth spending time trying to reinforce such behaviour. I hope to be invited to the next such meeting which will occur in six month's time.

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B. External Matters - Education

Gordon Gilgan and I met with Dr. George Ivany and Dr. Bob Browne of SFU, the Vice-President for Instruction, and the Dean of Arts, respectively, to talk about co-operative planning of curriculum in the area of the entertainment arts. They also have been given some seed money by the province. They are showing interest in working with us as we did some years ago when we developed the criminology curriculum. I expect to see a gradual increase in such working relationships with SFU, resulting at the program level, through the Deans.

The Vancouver Foundation has made a substantial Capital grant to us. There will be further information later on the agenda. This has resulted because of some excellent teamwork between a number of our staff and faculty.

I spent a day on Friday at Malaspina College working with colleagues from Sir Sanford Fleming College in Ontario, Malaspina, and this Institution, on a project that Gordon Gilgan referred to at the last Board Meeting, relating to the possibility of opening a joint centre in Hong Kong - an off-shore school - with capital costs and some front end capital and operating costs being borne by the Seaker Chan Foundation.

C. Internal Matters - Education

I have been forced to become the temporary chairman again of the Council of Principals. This has had some impact on staff. This will last until the end of the month at which time hopefully I will once more be past President.

In that role, I attended a special meeting in Victoria last Friday with the Deputy Minister and a number of others. There is going to be a major government information campaign timed for sometime this Fall that is intended to acquaint the public with the colleges, institutes, and universities of this province. It is calculated essentially to be an information campaign, to show that the government has an awareness of the value of the system and is supportive of its role in British Columbia. We were asked to go over it for technical accuracy, which we did. I want to mention this to the Board as I do believe it will be a fairly significant, large scale campaign, which will have some impact at the student services and student recruitment level.

There was an assembly of the College on the 10th of September. A number of documents were referred to including the long-awaited Governance document.

Planning for the Board Workshop has been a major feature this past week for the senior administration and I am pleased to say has been substantially completed with the help of your Chairman.

The Self-Study is substantially complete and Dr. DellaMattia will be reporting on that in due course. There will be a lot more work when the College deals with the implications of these documents this Fall.

D. Internal Matters - General

A draft evaluation system for the administration has been discussed in camera and tomorrow will surface formally at our Management Committee meeting. I am expecting that within the month we will have completed a cycle of: review by our mid-managers; criticism of the proposed system; referral back to Management Committee; and adoption of this system for implementation this Fall.

Registration has occurred, with the expected smooth functioning. That does not mean that all students were able to get the courses they wanted at the College. Some anomalies are beginning to show up in the registration patterns. Dr. DellaMattia will describe those in due course.

Planning for the next five years is a current priority.

WLD/gb

TO: ALL FACULTY
FROM: HOWARD EATON
SUBJECT: CONFERENCES/SHORT SUBJECTS

DATE: 86/9/26 (Friday)

Conferences

As a part of my duties as Professional Development Consultant I have agreed to review briefly conference announcements that appear to be of general interest. Anyone wishing to get more information can consult the full conference announcements and schedules, which will be kept on file in Gerry DellaMattia's office.

Short subjects

Under this heading I would like to pass along to you anything that might be useful to some of you in your teaching. Please pass along any item you would like to see inserted to me, or directly to the Mad Hatter for inclusion under this heading.

Conference Review: "Quest for Quality," Toronto, Nov. 13-15. This conference has a wide variety of topics that would offer something to practically any faculty member or college manager. Writing instruction, clinical evaluation in the health professions, competency-based vocational education, computers, career training for the handicapped, are some of the topics. A long list of much-discussed topics. The "stars" seem impressive enough--it's hard to judge the quality of the presenters, but the variety of institutions represented is wide and the general qualifications look quite good. Worth looking over.

-----86/9/26 (Friday)

Short Subjects

1. Contacting the absent student: Some of you may recall the discussions in "Innovation Abstracts" of the practice of telephoning students who are absent. While I am convinced this is useful, I don't personally like using the phone, I don't like to take the time, and I feel a call from me might be intimidating. Because I use group work a good deal, I assign this phoning responsibility to other students in the class. They have the job of passing on the assignment and any notes, and of reporting to me if there is an on-going problem that would make a call from me appropriate. I check with the responsible students to see if the call has

been made, and what the response was, if the student is not in class the next time. I think students don't mind doing this for each other, and I think they appreciate the concern that the phone call represents. What is important is that the instructor should follow up to make sure calls are made, and thank the students who have done the calling.

2. Learning student names: I find learning the names of students very early in the term is helpful to me in creating the kind of classroom atmosphere I want, and appreciated by the students. I have a good memory for faces, but some difficulty with names. I didn't want to use class time for taking roll, and students did not like seating charts. Bob Scott gave me a good solution to my problem two years ago. Using film from IMS and a camera from the library, I take black and white "mugshots" of all students during the break time in the first week of classes. These are developed and printed in IMS and returned to me within a few days (thanks to Heather). I paste these up on notebook dividers and pass the sheet around the class, where students sign the name they want me to learn underneath their picture. Within three weeks I know all the names. The small number of students who add after pictures are taken I can manage to learn without the picture.

3. Contact box: It is often useful to have an easy way of leaving things for students between class periods. For example, it is a distressing fact that I often don't have all the papers ready to return when I have some or most of the others ready, or that students occasionally miss class when a handout has been distributed. To make it easy for students to pick up items almost any time between classes without disturbing me or the field base staff person, I have taken over a large pigeon hole in a set of same in the curriculum field base. If I hand out something, I leave some extra copies in this box. Likewise, I leave homework and quizzes in this box if these are not available or picked up in class. (I would not leave essays in this box for security reasons, but tests and other work present no problem.)

Howard

1986 FALL SEMESTER

GROUP ADVISING SESSIONS SCHEDULE

October 6th - 10th, 1986

All sessions start promptly at times advertised and are approximately 1½ to 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus, unless stated otherwise.

Office Administration
Certificate Programs &
Office Systems and Records
Diploma Programs

Monday, October 6
1000 hours
Room 1717
Amanda

Nursing
RPN, RN (Basic)

Monday, October 6
1400 hours
Room 2219
Sharon

1st Year Arts - U.T.
Including Major requirements
and Bachelor of Social Work

Tuesday, October 7
1000 hours
Room 1805
Amanda

Education - U.T.
UBC (Elem. & Sec.) B.Ed.

Tuesday, October 7
1400 hours
Room 3343
Amanda

Business Management
Career Programs
Certificate and Diploma

Wednesday, October 8
1400 hours
Room 2219
Sharon

Music Programs
Including University Transfer &
Basic Musicianship

Thursday, October 9
1700 hours
Room 2802
Lorraine

PRESIDENT

Holland College

Holland College invites applications for the position of President and Chief Executive Officer. This is a challenging opportunity for an individual who is a proven, effective manager with a thorough understanding of, and commitment to, the educational goals, objectives and processes within a community college.

Holland College on Prince Edward Island serves a population of approximately 125 000 people. A number of programs are unique to the region, the most prominent being the training for municipal police officers through the Atlantic Police Academy. It offers career, technical and vocational programs as well as an extensive range of continuing education activities. The College consists of Centres located strategically throughout the Island, a faculty of 130; 840 full-time students in one and two-year programs beyond the High School level, 430 full-time adult students, 200 students in high school programs on a full-time basis, and approximately 3 200 students enrolled on a part-time or short course basis and has an operating budget of \$14 million.

The successful candidate will report to the Board of Governors, and will assume overall responsibility for providing educational leadership and maintaining quality relationships both inside and outside the College, providing a full range of student and educational services, and financial and administrative management.

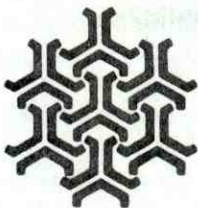
The successful candidate will preferably have a graduate degree or the equivalent and 8 years successful educational and/or administrative experience, preferably in, or working with, both the public and private sectors. In addition, he or she must be innovative, future oriented, possess highly development management and communication abilities and be a skilled team builder able to structure and manage a multi-faceted organization; to identify needs and coordinate the change process; and to balance, integrate, and coordinate the different educational and business aspects of college operation.

The salary is competitive and is supplemented by an excellent benefit package.

If you meet these qualifications, experience, and are interested please provide a detailed resume by October 15, 1986 to:

Chairman
Search Committee
Holland College
Weymouth Street
Charlottetown, PE
C1A 4Z1

For further information, please call (902) 566-9646.



IMPROVING LEARNING IN COMMUNITY COLLEGES

I don't know what the world will look like in 15 years. No one does. Perhaps the one thing that we can predict with some certainty is that the world will continue to change and that education is the best way we know of to prepare people to change.

The abilities that have become valuable in our kind of world are the skills of synthesis and application. The demand for these higher levels of cognitive development has an analogy in today's perception of physical fitness as a developmental process: when machinery replaced muscles on the job, people moved to a higher level of physical development; perhaps the age of the computer will have a similar impact on cognitive development. Instead of performing the low level cognitive skills of memory and recall, which are handled better by a computer today, human beings are now free to concentrate on higher level development—analysis, synthesis, and the ability to use knowledge.

Following this line of reasoning, I asked myself how educators might go about developing a program of "learning fitness" comparable to the physical fitness movement that has so captured public fancy. Let me give some examples of how the concepts behind physical fitness apply equally well to learning fitness.

1. The dissemination of research on physical fitness has been helpful, and the general public proved fairly easy to reach and to teach. Smoking has declined, jogging has increased, knowledge about the cardiovascular system has spread, and many people know the difference between exercising to develop muscle strength and exercising to develop heart and lung capacity. If learning fitness came to be perceived as important as physical fitness, would not people be eager for more knowledge about how to attain it?
2. Fitness is developmental. It is clearly understood that no one can *give* people physical fitness—not Nautilus, not Adidas, not Jane Fonda, and not the national and local park and recreation system. Experts can diagnose, prescribe, and offer feedback, but in the final analysis, both physical fitness and learning fitness are qualities that people must attain for themselves. The best we can do is provide the environment, the equipment, and the support system to enable people to develop themselves.
3. We cannot modify the rules of physical fitness to take account of the life circumstances of the aspirant. We can't, for example, suggest that adults invest *less time* in the process because they have job and family responsibilities—although we can certainly make jogging tracks available, put exercise rooms and swimming pools in hotels, make the hours of Nautilus consistent with adult schedules, and deliver inspiration and information.
4. We can't make everyone equal in physical fitness. Everyone can improve, and everyone can do something—even if from a wheelchair or in homes for the elderly. But the challenge must be consistent with the ability and condition of the learner. Today's concept of physical fitness is basically non-competitive. Sure, there are a few super stars who win the Boston Marathon, but for most people the companionship of running together and the feeling that they are doing something good for themselves is enough.
5. Fitness must have some payoff; it has to work. People need the reinforcing feedback of feeling better, looking better, and in general taking pride in their accomplishment. One of the interesting things about physical fitness is that people are willing to wait for long-term results. Joggers do have to see improvement, but it does not need to be today or tomorrow. Indeed, the current advice seems to be that intermittent exercise is better than constant pushing and that muscles need time to recover and time to grow and develop.
6. Fitness is never finished. We cannot participate in a rigorous well-balanced program as young people and hope to remain fit for the rest of our lives. We will all slip out of shape from time to time, but we should learn early in life what being in shape feels like and we should know how to get in shape.



7. Fitness is for amateurs. There is no mystique about it, and experts do not intimidate. Although body builders and marathon athletes may know everything there is to know and do everything there is to do in developing their own expertise, they do not deter the rest of us from knowing what works for us.
8. Fitness does not require large expenditures of money. Wearing the right shoes will surely help, but stylish jogging outfits and fancy equipment are incidental, and lack of funds is rarely heard as an excuse for doing nothing.
9. Fitness is active. No one ever became fit by watching someone else or listening to descriptions of fitness. People who are models of fitness can inspire; experts can demonstrate exercises and skills; and reading assignments can inform and develop appreciations; but in the final analysis, the only way to develop fitness is to engage actively in the activities that are known or thought to lead to that goal.

If the goal of a good college is to prepare students for a lifetime of *active learning*, what do we know from research and experience about the processes of teaching and learning and how to improve them?

One of the better applications of research knowledge on teaching and learning in higher education is found in the recent NIE Report on educational reform entitled, *Involvement in Learning* (Study Group on the Conditions of Excellence in American Higher Education, 1984). The committee of educational researchers conclude that "The quality of undergraduate education could be significantly improved if American colleges and universities would apply existing knowledge about three critical conditions of excellence—(1) student involvement, (2) high expectations, and (3) assessment and feedback" (p. 17).

They define student involvement as the amount of "time, energy and effort students devote to the learning process" (p. 17). It doesn't take research to convince any teacher that involvement in learning is critical; our own learning experiences and those of our students offer ample testimony. But the two fundamental principles derived from research by the authors of the NIE Report bear highlighting:

1. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program, and
2. The effectiveness of any educational policy or practice is directly related to the capacity of the policy or practice to improve student involvement in learning (p. 19).

Sandy Astin, in *Achieving Educational Excellence*, contends that students who are involved in almost anything on the campus are more likely to learn and less likely to drop out than students who remain on the periphery. This positive effect occurs in all types of institutions and among all types of students. Holding a part-time job, participating in athletics, student government, honors programs and almost anything else that brings the student into closer contact with faculty and fellow students seems to result in a closer identification with the college with the attendant positive effects on student retention.

Because residential living and student activities are not significant aspects of the community college environment, the burden of involving students falls heavily on classroom teachers. But the typical college classroom doesn't demand much involvement on the part of students. Therefore, the task for teachers is to encourage students to put forth the exertion that is required for learning.

Research suggests that community college teachers strive for student involvement in the classroom, are significantly concerned about individual differences, are student-oriented, and conscientiously provide feedback on student performance. And while they seem to fall short in holding high expectations for their students, there is now a growing movement among community colleges to raise expectations and to demand performance.

I salute you—community college teachers and administrators concerned about teaching—as the frontline for teaching excellence.

K. Patricia Cross
Harvard Graduate School of Education

Abstracted from "Improving Learning in Community Colleges," presented to the National Conference on Teaching Excellence, The University of Texas, Austin, May 21, 1986.

For further information, contact the author at the Harvard University Graduate School of Education, 406 Gutman Library, Appian Way, Cambridge, MA 02138-3704.

Suanne D. Roueche, Editor
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